CHARACTER TRANSFORMATION AT A CROSSROADS CONSTRUCTED RESPONSE

On the in-class assessment for Inherit the Wind, you will be asked to write a THREE-Paragraph Constructed Response about the transformation of a **main character**. This response is worth a total of 45 points and must include the use of FIVE vocabulary words in sentences that display correct context, meaning, and part of speech. To get credit, the words must also be CIRCLED.

**Select a major character that you believe has changed the most over the course of the trial of Bertram Cates. Be sure to identify that character and use descriptive adjectives and vivid verbs to SHOW CHANGE. You will need to use TEXTUAL EXAMPLES and MATCHING QUOTES to support your before and after descriptions and to explain the transformation. You must also explain the lessons that are learned by the character through this process and the lessons that the reader learns based on an evaluation of the transformation.**

*This checklist should be used to plan and write your constructed response in the GRAPHIC ORGANIZER. The checklist will also be used as a grading rubric. THE CHECKLIST AND GRAPHIC ORGANIZER are the ONLY TOOLS that can be used during PART TWO of the assessment.*

**INTRODUCTORY PARAGRAPH (10 points total)**

1. Lead sentence that relates to character’s transformation (1 point).
2. Write a 1-3 sentence summary of the text that includes the authors’ names and title of the text. Be sure to explain the setting of the text (3 points).
3. Describe the conflict that the main character faces AND give experiences that have guided or influenced the character’s decisions to provide the backstory or context to evaluate the character’s conflict (2 points).
4. Identify two courses of action that the character has to choose between (2 points).
5. Thesis statement: Use TWO-FOUR CONTRASTING ADJECTIVES to state your first claim about the character and a second claim about the character to show HOW AND WHY he or she changes from the beginning of the play to the end and over the course of the trial (2 points).

**SECOND BODY PARAGRAPH (8 points total)**

6. Use a transition word to introduce your topic sentence about the first claim (.5 point).

1. Write a topic sentence that relates to your second claim (1 point).
2. Support your first claim about the character with a specific example from the text about the character’s action or behavior at the beginning of the trial (2 points).
3. Use a transition word to connect your textual example to a quote that will relate back to your first claim (.5 point).
4. Support your first claim with a direct quote that matches the character’s action or behavior at the beginning of the trial (2 points).
5. Evaluate how the textual example and the matching quote support the first claim (2 points).

**THIRD BODY PARAGRAPH (12 points total)**

1. Use a transition word to introduce your topic sentence about the second claim (.5 point).
2. Write a topic sentence that relates to your second claim (1 point).
3. Describe the crossroads event that forces the character to make a change. Use this event as background or context that causes the character to re-think the decision that he or she makes and make a choice to act in a different manner (2 points).
4. Support your second claim about the character with a specific example from the text about the character’s action or behavior at the end of the trial (2 points).
5. Use a transition word to connect your textual example to a quote that will relate back to your second claim (.5 point).
6. Support your second claim with a direct quote that matches the character’s action or behavior at the end of the trial (2 points).
7. Evaluate how the textual example and matching quote support the second claim (2 points).
8. Write a “clincher” sentence to explain what overall lesson the character learned over the course of the trial. What did the character learn through the process of transformation? Then explain how the lesson connects to a main theme of the play (2 points).

**Language and Grammar: 15 points**

1. You avoid first person and second person pronouns (I, you , me us, we, our) (2.5 points).

21. You include specific and vivid words and avoid vague words (good, bad, nice, stuff, things, okay) (2.5 points).

1. You include and circle FIVE vocabulary words and use them properly with sufficient clarification, context, and in correct part of speech (5 points).
2. You proofread for spelling and capitalization (2.5 points).
3. You use complete sentences, not fragments, and proper punctuation including an indent for a new paragraph (2.5 points).

VOCABULARY WORD BANK. Here are ten words that come from units one and two. SELECT FIVE of them and incorporate them into your planned response. Be sure to spell them correctly and use them in the given part of speech in sentences that include sufficient context.

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| solemn | raging | apprentice | frankly | tenacity |
| evolution | contempt | pariah | vindicate | denounce |

**SAMPLE THREE-PARAGRAPH RESPONSE**

Sometimes a person must face her fears in order to grow up. *Make Lemonade*, a novel by Virginia Euwer Wolff, is about a young teenager named Jolly who is an insecure and uneducated single parent of two young children, Jeremy and Jilly. She finds herself unemployed and struggles financially to pay her bills. Jolly lives in a rundown, filthy apartment and is so down on her luck that she cannot even pay LaVaughn, her children’s babysitter. She is in conflict with herself because she feels ashamed of getting pregnant twice and fears that if she returns to school or asks for help of any kind, she will be laughed at or have her children taken away from her. She must decide whether to face her problems and go back to school or continue to stay in poverty and work at poorly paying jobs. Although Jolly is a fearful and unprepared mother, she learns that she can become a more responsible and confident parent by admitting that she needs help and seeking support.

In the beginning of the book, Jolly hides from her fears of failure and denies that she needs help even though she is overwhelmed by the demands of her family. For example, Jolly refuses to accept welfare, even though her children could use the extra money for food and diapers. When her babysitter, LaVaughn, suggests that Jolly might benefit from accepting federal assistance, she rejects it: “‘We don’t want no Welfare!’ she says like it’s a disease’” (p. 67). To make matters worse, Jolly also doesn’t want to go back to school even though she has not finished high school. Similarly, when LaVaughn first suggests that Jolly consider returning to school to get her GED, she denounces the suggestion and refuses to consider it. LaVaughn recalls Jolly’s response to this suggestion: “’Program. Program….Makes it sound like people looking over you all the time…Makes it sound like a test’” (p. 110). Jolly is so afraid of failing that she is unwilling to get help or even try to go back to school.

However, Jolly soon realizes that she can’t do it by herself and that she must trust other people and ask for their help in order to become a better mother. Jolly realizes that she must accept help and go back to school because LaVaughn argues with her and frankly points out that Jolly might lose her children if she doesn’t go back to school. Jolly loves her children and the fear of having them taken away is what forces Jolly to fill out the application for high school. She learns math, writing, and CPR skills at Moms Up and is able to save her daughter when she chokes on a small toy spider. By starting to complete her education and learn parenting skills, Jolly builds in her self-confidence. As LaVaughn notices, “[Jolly]’s doing practice interviews for jobs. And there was a picture of her and Jilly in the school paper” (p. 198). Finally, she joins a babysitting coop with other teen moms, so she doesn’t even need LaVaughn’s help anymore. Jolly starts to feel more “deserving” and decides to ask a billionaire for charity. In a solemn letter, she includes the true reasons why she needs help and writes “a neat copy all straight on the margins” (p. 149). While the billionaire doesn’t end up giving her a large amount of money, he promises a reward for her tenacity when she finishes her GED. This pledge of faith helps Jolly to feel like a dignified person and not a pariah or unvalued member of society. By confronting her problems head on instead of denying them, Jolly finally becomes the mother she was always too afraid to be. She starts to trust other people and to confide in them about her problems in order to improve her situation. With the support of LaVaughn, the Moms Up program and her Steam teacher, Jolly tackles her problems and learns the skills that are necessary to parent her children.

***GRAPHIC ORGANIZER FOR THE THREE-PARAGRAPH***

***CONSTRUCTED RESPONSE***

**INTRODUCTORY PARAGRAPH**

**CHOOSE** ONE MAIN CHARACTER that you believe has CHANGED THE MOST and write a LEAD SENTENCE that relates to CHARACTER’S TRANSFORMATION

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**LIST** TWO TO FOUR adjectives that describe his or her character traits BEFORE the TRANSFORMATION.

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**LIST** TWO TO FOUR adjectives that describe his or her character traits AFTER the TRANSFORMATION.

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**WRITE a 1-3 SENTENCE SUMMARY** of the text that includes the authors’ NAMES and TITLE of the text and the SETTING.

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**DESCRIBE the CONFLICT** that the selected character faces AND give experiences that guide or influence the character’s decisions. PROVIDE the backstory or context to evaluate the character’s conflict.

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**IDENTIFY** two courses of action or **CROSSROADS CHOICES** that the character faces.

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| 1.  2. |

**DRAFT A THESIS STATEMENT**: Use TWO-FOUR CONTRASTING ADJECTIVES to state your first claim about the character and a second claim about the character to show HOW AND WHY he or she changes from the beginning of the play to the end and over the course of the trial.

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| Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is at first \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  he/she decides \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and this decisions helps \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| At the beginning of the trial, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but after (a major event) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  he/she becomes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because  he/she realizes that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

OR (your own version)

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**SECOND PARAGRAPH**

TRANSITION WORD TO INTRODUCE FIRST TOPIC SENTENCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WRITE** A TOPIC SENTENCE THAT RELATES TO FIRST CLAIM

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**LIST ONE TO TWO TEXTUAL EXAMPLES** to show the MAIN CHARACTER’S CONDUCT AND ACTIONS. SHOW how he or she HANDLES CONFLICT at the start of the story. Use vivid verbs to show CONDUCT AND ACTIONS:

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**CHOOSE ONE TO TWO quotes** from the character OR about the character that **MATCH** his or her CONDUCT AND ACTIONS at the start of the story.

Quote one:

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| “  ” (p. ). |

Quote two:

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| “  “ (p. ). |

**EVALUATE** how the TEXTUAL EXAMPLES and QUOTES support the first claim about the character.

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**THIRD PARAGRAPH**

TRANSITION WORD TO INTRODUCE SECOND TOPIC SENTENCE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WRITE** A TOPIC SENTENCE THAT RELATES TO SECOND CLAIM

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**IDENTIFY** the **CROSSROADS CHOICES** that the character faces.

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**LIST ONE TO TWO TEXTUAL EXAMPLES** to show the MAIN CHARACTER’S CONDUCT AND ACTIONS. SHOW how he or she HANDLES CONFLICT at the end of the story. Use vivid verbs to show CONDUCT AND ACTIONS:

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**CHOOSE ONE TO TWO quotes** from the character OR about the character that **MATCH** his or her CONDUCT AND ACTIONS at the end of the story.

Quote one:

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| “  ” (p. ). |

Quote two:

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| “  “ (p. ). |

**EVALUATE** how the TEXTUAL EXAMPLES and QUOTES support the second claim about the character.

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WRITE a CLINCHER SENTENCE to explain the lessons learned by the selected character. Also explain how this LESSON connects to the MAIN THEME of the PLAY.

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